

Analysis of Misuse of Japanese Sentences Final Particle *Ne* and *Yo*

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Abstract

This research aims to: (1) explain misuse of Japanese sentence- final particles *ne* and *yo*; and (2) find the cause of misuse of Japanese sentences-final particles. This research is a qualitative descriptive research with multiple choice questions as main data. The method used is error analysis in questionnaire and followed up with interview. Interviews were conducted to identify what factors were causing students to be unable to properly use the final particles. The conclusions of this study are as follows: first, students have sufficient knowledge of *ne* and *yo* final particles contained in textbooks, but are unable to properly apply the particles, especially when dealing with the context of a conversation phrase that presents different situations; second, imperfect learning and student's ignorance about territory concept in the use of sentences-final particles in Japanese. As a solution to overcome the errors in the use of final particles, a module devoted specifically to the particles. This module has been validated by Japanese language experts and declared eligible to use at Japanese Department of Darma Persada University in terms of materials, language skills, presentation, and legibility.

Keywords: *error analysis, Japanese sentences-final particles, theory of territory*

INTRODUCION

In Japanese, sentences-final particles which are often used in conversation are *ne* and *yo*. The equivalents of those words in Bahasa Indonesia are 'ya' and 'lho'. According to Kamio (1994) particle *ne* is used when information is in the area of hearer, whereas *yo* is used in the area of speaker. Here are some example the use of final particles related to speech as the following (1) and (2):

- (1) Kimi no imooto-san, uta ga umai ne.

Your sister can really sing well.

- (2) Kushiro wa samui yo. (The speaker is a resident in Kushiro)

Kushiro is really cold.

In example (1) it is understood that the younger sister is hearer's younger sister so it is appropriate to use *ne* because hearer also knows whether or not she is good at singing as her closest person or family, whereas in example (2) the knowledge of Kushiro's area is only owned by speaker as the resident in Kushiro so the speaker does know about Kushiro and its surrounding.

According to Masuoka (1991: 21), one of the specialities of Japanese is the sentence or expression describing the speaker's feeling toward his hearer. The consideration level of choosing sentence or expression to the hearer is different, but in Japanese, the level is considered high. One of them is the use of sentences-final particles: *ne* and *yo* such as the following:

- (3) Kono ryouri wa oishii ne.

- (4) Kono ryouri wa oishii yo.

This food is really delicious.

Based on the example (3)-(4), it can be concluded that *ne* is equivalent to 'ya', and *yo* is equivalent to 'lho'. There have been many researches about sentences-final particles in Japanese such as 'ne' and 'yo'. But, the problem is, whether they are always defined as 'ya' and 'lho' or not in Bahasa Indonesia. In relation to translation issue, Artadi and Chonan (2015) said the use of sentences-final particles such as *ne*, *yo*, *yone* and *yona* in conversation is a must, whereas the use of those equivalent words such as, 'ya', 'lho', and 'kan' in Bahasa Indonesia is arbitrary. Therefore, in reality particle *ne* is not always translated with 'ya', and particle *yo*

is not always translated with 'lho'. Related to mastery of sentences-final particles by Japanese learners of Darma Persada University, researcher assumes that Indonesians who learn Japanese cannot distinguish the use of final particles because they have not been able to interpret them correctly, particularly when dealing with the sentences context.

Theory of Territory of Information

Theory of territory of information is used to understand sentences-final particles *ne* and *yo*. This theory is delivered by Kamio (1990). Basically, Kamio explains that speaker and hearer have their own territory of information. If the information is 'known', the information is inside territory, otherwise if the information is unknown, the information is beyond the territory.

According to Kamio (1990), the speaker and hearer have an information territory. If 'nearby', the information is in territory, otherwise if 'distant', then the information is beyond the territory. Thus it can be concluded that if the information is in the hearer's territory, the final particle *ne* then can be used. But, if the information is beyond the hearer's territory or in the speaker's territory, the particle *yo* can be used. Masuoka (1991:96) explains, if the speaker knows that the hearer has the same knowledge, particle *ne* can be used, otherwise if there is 'gap information' in the hearer's side, *yo* is used.

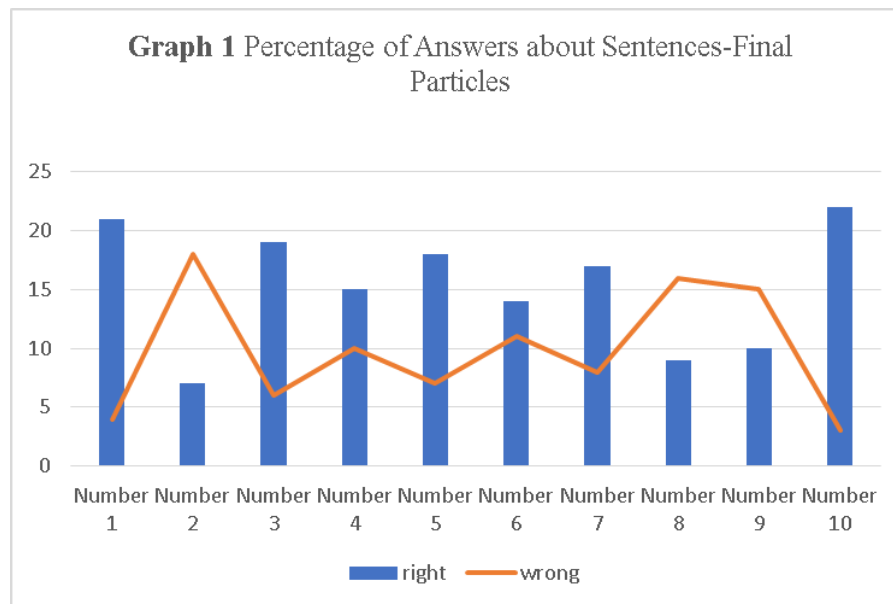
In relation to the important role of Japanese sentences-final particles, Hasegawa (2010) stated that sentences-final particles reflect the speaker's behaviour towards statement about the things which is considered to be right or wrong or statement expressed by the hearer. Based on the statement, teachers are expected to be able to apply the territory theory of information's concept in textbook "Minna no Nihongo" simply to gain students' awareness as well as understanding that the use of sentences-final particles depends on the territory. Without any simple explanation about territory concept, researcher thinks that not few learners who have difficulty in using sentences-final particles *ne* and *yo* so in the end it is difficult for them to distinguish its meaning and function especially when dealing with the sentences context.

METHOD

The research method is based on descriptive method and referred to qualitative approach. Based on the questionnaire and interviews conducted on 25 Japanese Department students, it is known that 39,2% of them still cannot distinguish the use of 'ne' and 'yo'. They were given ten questions with two choices. This questionnaire then was followed up with student interviews to find out the difficulty level they encountered when using Japanese sentences-final particles.

RESULTS AND DISCUSSION

The analysis results of questionnaire consisting 10 items of multiple choice questions to 25 Japanese Department students of Darma Persada University is summarized in graph 1 below. For next, Japanese Department Students of Darma Persada University will be referred as DPJL.



Out of ten questions, the question number 2 (18 students), number 8 (16 students) and number 9 (15 students) are done most wrongly. Here are the examples and the explanation of the answer which is considered appropriate.

Analysis question number (2)

A: Kondo, zehi atarashii kutsu o misete kudasai

Please show me the new shoes later.

B:Ja, kondo haitekimasu.

.....Yes, I will wear it later.

a. Ii desu yo

b. Ii desune

Alright

Alright

(The correct answer is “a”)

The answer *~ii desu yo* is considered appropriate because the particle *yo* is beyond the hearer's territory and the information 'dapat memperlihatkan sepatu baru' is only there for the speaker who decides whether or not the hearer can see his new shoes. On the question number (2) above, final particle *yo* is not translated with 'lho' because it is considered weird. Researcher does not translate with 'lho' and prefers to choose 'lah' as an equivalent word for particle *yo* above. On question number (2) part A, the speaker asks question which requires yes or no answers about request for new shoes to be shown. The request form with the '*~te kudasai*' pattern, is generally used to establish understanding (clarification) or ask confirmation from the hearer for the request he submits.

Analysis question number (8)

A: Kyoo wa Kin Yoobi desu.....

Today is Friday.....

a. ne

b.yo

(The correct answer is “a”)

B: Soo desu ne. Yatto isshuukan owarimasu ne.

Yes, that's right. Finally, it has done for a week.

Particle *ne* is considered appropriate because the speaker tries to find an agreement from the hearer. We can see it from the hearer's answer which shows an approval through his answer 'Soo desu ne. Yatto isshuukan owarimasu ne'. Thus, question number (8) shows that particle *ne* is used to find information and give confirmation to the hearer.

Analysis question number (9)

A: Nan ji desu ka?

What time is it?

B: Eeto, Juu ichi ji desu (while looking at his watch)

Hmm, 11 o'clock.

a. *ne* b. *yo* (The correct answer is "a")

Particle *ne* is considered appropriate because without particle *ne* the utteration only indicates the time that is 11 o'clock without implying any calculation or confirmation from the speaker. On question number (9) most students answer b which is *yo* because they think that the information about 11 o'clock is only owned by the hearer. However, as a matter of fact the information about 11 o'clock is the answer to the hearer's question instead of 'confirmation' so the answer *ne* is considered more natural in the context of sentence number (9) above.

In Second Language Acquisition theories, error is seen as a proof of developmental stage of second language acquisition. Corder (1978) mentioned the error as mistake or error of performance and distinguishes it from an error called error of competence. The cause of mistake is not related to lack of language skills or knowledge of the language system. Mistake that occurs can be realized and corrected by the speaker itself, whereas the error is a mistake that occurs systematically and not easily corrected properly by the learners themselves due to lack of knowledge of language or competence. Researcher believes that the error in using sentences-final particles particularly *ne* and *yo* is an 'error' due to the lack of knowledge of Japanese learners about the use of sentences-final particles in the sentence, particularly the concept related to the speaker's and the hearer's territory. It is also considered reasonable considering that this error occurs in the process of second language acquisition.

To improve learning system of sentences-final particles in the future, we need to analyze the questionnaire then followed up with student interviews. Based on the interview results to students arranged in table 1, namely: factors causing the error in using final particles is as follows:

Tabel 1. Factors Causing Misuse of Final Particles by DPJL

Factors Causing Misuse of Final Particles <i>Ne</i> and <i>Yo</i>		Percentage
1	Difficult to distinguish the use of final particles due to the similarity and seems all particles can be used in the sentence.	36%
2	The material about final particle in textbook “Minna no Nihongo” is not much and not deep so it is difficult when dealing with the context of the sentence.	24%
3	There are no particles in Bahasa Indonesia so it is difficult to understand Japanese particles as a whole (not limited to the final particle)	16%
4	Lecturers do not teach final particles deeply at the classroom and tend to be limited to textbooks only so there’s no development of teaching material.	12%
5	The knowledge of particles learned at class cannot be applied properly when filling the answer’s option or conversing	8%
6	Nervous when dealing with problems, and no longer know which answer is right	4%

Table of factors causing misuse of final particles is followed up with analysis of problems, causes, and solutions to overcome them. Those factors are covered as a needs analysis of what students need in achieving final particle mastery. As it is known that needs analysis is done to find out the gap between what is expected with the actual conditions in order to find solutions to the problem. Needs analysis is a tool for identifying problems, in order to determine the right action

Needs analysis is needed because it is important to know the problems that become obstacles in mastering the material. Needs analysis plays a very important role in the process of designing and developing the lesson materials, especially the mastery of foreign languages. It can be considered as combination of TSA (Target Situation Analysis) and PSA (Present Situation Analysis). The function of TSA is to collect data or information about learners, but not from them. Otherwise, the function of PSA is to obtain or collect data from learners by questionnaire method or conducting interviews with them. In this study, PSA needs analysis is done to obtain data directly from the students as the respondents who filled questionnaires.

Hutchinson & Waters (1987) classified needs into target needs (what learners need to be able to communicate on target situation) and learning needs (what learners need to learn). Target needs are divided into: 1) Necessities: what language aspects the learners need; 2) Lacks: what the learners have not learned yet; and 3) Wants: what the learners want to learn. This Target Situation Analysis (TSA) is required for the material of asking questions about target situation and attitudes to the learners’ situation in learning process. And, it can be concluded that particle as small language aspect plays an important role in Japanese, but students are still difficult to distinguish the use of particles because it is considered similar yet the reality it has different functions, such as ‘ne’ and ‘yo’ final particles. The students have not yet mastered their knowledge about particles in conversational context. With so many practices in module, they are expected to use final particles appropriately in sentences.

According to Brown (1995), needs analysis (also called needs assessment) refers to the activities undertaken in order to collect information to be used as the syllabus preparation basis. The interview result of the respondents (students of Japanese Department in Darma Persada University) is such valuable information to improve the learning quality. This is corresponding to what Boroujeni & Fard (2013) stated that needs analysis is considered able to assist evaluation program because if there is shortcoming then it can be followed up with changes which are deemed appropriate to the learners’ needs as well as accepted by the lecturers.

In relation to the interview results and traces of what is actually students's need to master the use of

final particle, Gagne (1979) in Suparman (2004) stated that improvements in the learning system affect the learners in the learning process. Then, it can be concluded that the teacher in the case of mastering the final particles material enrichment is expected to motivate the students to learn independently by using modules, multimedia learning, and e-learning to improve learning outcomes. Based on table 1 above, it is necessary to arrange module teaching materials so that students can learn it independently at home and also together with friends and teachers in class.

In arranging the module, we can relate to Sudjana & Rivai (2007) description that in preparing the modules, there are some things to note: 1) establish or formulate general instructional objectives into the specific ones; 2) prepare evaluation items to measure the achievement of specific objectives; 3) identify main subjects for specific purpose; 4) arrange the items in a logical order; 5) prepare student-steps of learning activities; 6) examine the steps to achieve all objectives; 7) identify the tools needed in learning activities with the module. With regard to those points, a module is then developed to further improve students' competence in mastering Japanese particles. This particle learning module has been tested by a Japanese language expert, Japanese linguist and a native Japanese speaker (one person) in terms of materials, language skills, presentation and legibility. With these four superior points, this module has been declared eligible to be used for Japanese Department of darma Persada University.

With many variations of exercises given in the form of assignments, students are expected to study Japanese final particles entirely. In addition to the use of modules, supporting lecturers of Japanese language skills are expected to be able to provide his knowledge for students without touching the concept of territory theory too deep. Then, students can absorb the use of *ne* and *yo* final particles in various sentence instances where the situation is different. Thus, misuse of final particles *ne* and *yo* regarded as 'errors' is expected to be able to be minimized in the future and at least do not occur in the next student force.

CONCLUSION

Based on the explanations and the above examples and error analysis, it can be concluded that in the use of final particles *ne* and *yo*, there are rules related to the concept of the speaker's and the hearer's territory. The rule is considered quite difficult if it is taught to students theoretically, so with various examples of sentences in different situations are expected to be taught systematically and gradually. Mistakes in the use of final particles occur because of competence factors that students has not understood yet about the Japanese linguistic system they are learning that basically is not the same with the Indonesian system. The existence of different concepts in Japanese and Indonesian languages such as the use of translation *ne* and *yo* which are not always interpreted with the words 'yes', 'kan' and 'lho' also should be given special consideration so that can be attempted a better way in the delivery of final particle matter in class.

Language errors will often occur if the students still have the lack of understanding about the language system. Language error can occur for long time if it is not corrected. Japanese language teachers are expected not only to use module produced in this research but also be able to teach correct Japanese language norms, and be able to convey simple knowledge of territory concept to students with various sentence examples in vary situation. If students do not have an understanding of territory concept in Japanese, it is feared they will continue to make the same mistakes even if they have entered middle or advanced level. The lecturer is also expected to

make improvements through practice and practice both in class and outside the class that describes the use of final particles in various situations.

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